

Hattie: Effect of Instructional Influences

INFLUENCE	IMPACT		
Ability grouping/tracking/streaming	High	Medium	Low
Acceleration (for example, skipping a year)	High	Medium	Low
Comprehension programs	High	Medium	Low
Concept mapping	High	Medium	Low
Cooperative vs individualistic learning	High	Medium	Low
Direct instruction	High	Medium	Low
Feedback	High	Medium	Low
Gender (male compared with female achievement)	High	Medium	Low
Home environment	High	Medium	Low
Individualizing instruction	High	Medium	Low
Influence of peers	High	Medium	Low
Matching teaching with student learning styles	High	Medium	Low
Meta-cognitive strategy programs	High	Medium	Low
Phonics instruction	High	Medium	Low
Professional development on student achievement	High	Medium	Low
Providing formative evaluation to teachers	High	Medium	Low
Providing worked examples	High	Medium	Low
Reciprocal teaching	High	Medium	Low
Reducing class size	High	Medium	Low
Retention (holding back a year)	High	Medium	Low
Student control over learning	High	Medium	Low
Student expectations	High	Medium	Low
Teacher credibility in eyes of students	High	Medium	Low
Teacher expectations	High	Medium	Low
Teacher subject matter knowledge	High	Medium	Low
Teacher-student relationships	High	Medium	Low
Using simulations and gaming	High	Medium	Low
Vocabulary programs	High	Medium	Low
Whole language programs	High	Medium	Low
Within-class grouping	High	Medium	Low